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ABSTRACT

The purpose of this study was to assess the magnitude of teacher concerns using the Teacher Concerns Checklist. Correlates of concerns of elementary and secondary teachers with varying levels of experience were identified from four major sources: (1) direct classroom observations; (2) pupil, peer, and supervisor ratings; (3) self report ratings and inventories; and (4) demographic data. Findings produced differing sets of correlates based on both teaching level and degrees of experience. Broad observations on teacher self concerns, task concerns, and impact concerns are presented. Teacher self concern scores described the degree to which teachers were concerned about how others perceived them as teachers. Among the findings for this factor was that teachers who were more authoritarian were also more concerned with how others perceived them as teachers. The study of academic and discipline related concerns revealed that instruction and discipline are viewed quite differently by teachers at all levels. The scores for teacher impact on student learning and teacher concern for students' well-being showed that secondary teachers who were more concerned with their influence on students also received more positive ratings and demonstrated more direct teaching behavior. (Author/PG)

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TEACHER DEVELOPMENT: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers

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INTRODUCTION

The study of teacher concerns has been of particular interest to educators since the sixties. This interest was evidenced through reports by Fuller (1969), Koerner (in Yamamoto, 1969) and Snygg (cited in Comos, 1972) who related the concept of teacher concerns as a major deficit in teacher education. That is, teachers are often required to take courses or attend inservice in areas different from their concerns about teaching. More recently the literature on teacher stress as reviewed by Kyriacon and Sutcliffe (1977), and studies by Gaede (1978) and Landsmann (1978) reported that teacher stress was associated with teacher problems and concerns. Adams and Sandefur (1976) reported relationships between teacher perceived problems and teacher classroom behavior further suggesting that teacher concerns may be related to teacher performance.

In the early 60's and 70's Fuller and others (Fuller, 1969 and Fuller and Case, 1970) studied teacher concerns primarily through interviews and open-ended responses to single questions. These early studies led to the development of an instrument to more precisely measure teacher concerns. The Teacher Concerns Checklist (TCC) was developed and field tested in the early seventies (Parsons and Fuller, 1972; Fuller, Parsons and Watkins, 1973; George, Borich and Fuller, 1974). The TCC is a 56-item Likert scaled instrument consisting of items relating to various concerns often expressed by teachers. Early factor analysis of this instrument yielded five factors representing various teacher concerns (George, 1974).

Recent developmental work by George (1978) and Adams, Hutchinson, and Martray (1980) refined the TCC scoring procedures through extensive factor analysis procedures. These analyses allowed the TCC to yield six factors that were consistent with the teacher developmental theory expressed by Fuller (1969). The developmental areas fell into three categories:

1. Teachers concern about self as a teacher
2. Teachers concern about the tasks in teaching
3. Teachers concern with the impact of teaching on pupils

The analysis of the TCC by Adams, Hutchinson, and Martray (1980) yielded six factors, two in each of the three categories. These analyses were mostly consistent with the George (1978) findings. The differences that did exist were attributed to considerations of grade level taught and experience level of the teacher; variables not considered in the George study. The six factors were as follows:

1. Self Concerns about adult perceptions
2. Self Concerns about pupil perceptions
3. Task Concerns as related to instruction
4. Task Concerns as related to discipline
5. Impact Concerns as related to academics
6. Impact Concerns as related to school environmental influences

The purpose of this study was to build on the earlier report by Adams, Hutchinson and Martray (1980) by investigating the relationships among the TCC factors and six sets of variables obtained from varying sources. These relationships were analyzed across grade level, elementary and secondary, as well as experience level, student, first, third, and fifth years of teaching experience.

PROCEDURES

Data Collection

Data utilized in this study were collected as part of the Teacher Preparation Evaluation Program (TPEP) begun in 1972 and continued through 1980. Each year a new sample of student teachers was selected and follow-up data were collected on teachers who remained in teaching in Kentucky for five years. Sampling procedures included random selection for the first five cycles (years) after which sampling was selective, primarily based on subject majors of the student teachers. Table 1 contains the number of participants at the various phases of data collection.

The TCC was introduced into TPEP during the 1976 data collecting period, thus, complete data were not available on many teachers. It can be observed from Table 1 that there were drastic declines from student teaching to first, third and fifth years of teaching the large majority of which were due to teachers not entering or remaining in teaching. Thus, the findings reported in this report were drawn from data collected from participants over a six year period, and in some cases from the same respondent at differing years of experience. It should also be noted that all participants were graduates from the same undergraduate teacher education program and all elementary participants were female, adding to the homogeneity of the sample data.

Data for TPEP were collected from student and inservice teachers through direct classroom observation by trained, university based observers, pupil, peer, and supervisor ratings, standardized tests of personal characteristics (self report data) and demographic report forms. The TCC was part of a battery of self report instruments given to participants during each level of experience. Data were collected during student teaching and near the end of the first, third, and fifth years of teaching experience. Two visits were made to each

TABLE 1

Number of Teachers Who Remained in the Study Sample Over a Seven-Year Period

Cycle	Level	Phase 1 Student Teaching	Phase 2 1st Year Teaching	Phase 3 3rd Year Teaching	Phase 4 5th Year Teaching
Cycle I (1972)	Elementary	20*	15*	10*	6
	Secondary	18	7	3	3
Cycle II (1973)	Elementary	20*	13*	7	6
	Secondary	20	8	5	4
Cycle III (1974)	Elementary	19*	16*	14	11
	Secondary	17	9	8	7
Cycle IV (1975)	Elementary	18*	14	9	8
	Secondary	20	6	6	7
Cycle V (1976)	Elementary	20	12	8	No data for Cycle V Cycle VI Cycle VII Cycle VIII
	Secondary	20	5	6	
Cycle VI (1977)	Elementary	36	22	17	
	Secondary	35	10	10	
Cycle VII (1978)	Elementary	33	18	No data for Cycle VII Cycle VIII	
	Secondary	18	10		
Cycle VIII (1979)	Elementary	61	17		
	Secondary	72	10		
Total	Elementary	227	127	65	31
	Secondary	220	65	38	21

* No TCC data available for these participants.

participant during each data collection year. The instruments were explained at the first visit and the completed instruments were collected at the second visit approximately one week later. Each year data were transferred from the instruments to computer tape for analysis and storage.

Data Analyses

The major analyses for this study centered around zero order Pearson r correlation coefficients computed between the TCC factors and six sets of variables measured from varying sources. These six variable sets were as follows:

1. Demographic Variables
2. Self Report Variables
3. Classroom Observations by Trained Observers
4. Student Evaluations
5. Supervisor Ratings
6. Peer Ratings

Correlation coefficients were computed separately for elementary and secondary prepared teachers across experience levels.

The criteria used to determine if a variable was a correlate of a TCC factor score were magnitude of the correlation coefficient, $r \geq .30$, and r significantly different from zero, $p \leq .05$ level of confidence. In addition, some of the n-sizes were quite small due to missing data and/or the variable being introduced late into the TPEP. The correlation coefficients computed on n-sizes of 15 or less were indicated with an "*". Only correlations that met the criteria were reported.

In addition to the major analyses, analysis of variance (ANOVA) and A posteriori Scheffe' tests were applied to the data to determine if significant

differences existed across the four experience levels within the two teaching levels in regard to the TCC factors. These analyses were applied for purposes of testing the developmental progression theory of teacher concerns as well as to assess the effects that teaching level (elementary or secondary) had upon the concerns factors for elementary and secondary prepared teachers.

CORRELATES OF TEACHER CONCERNS

The major purpose of this paper was to identify variables or variable sets that were likely related to teacher concerns. This study was designed as an exploratory investigation in determining influences on teacher concerns and/or teacher concerns as influences on other variables. The authors felt that at this stage of the investigation an analysis of zero order correlations would provide a source for basic understanding of the nature of teacher concerns. (More sophisticated analyses, such as, multiple regression analysis and trend analyses are planned.) The use of zero order correlations was employed by Medley (1977) in summarizing studies dealing with variables correlated to pupil gain measures. While the correlations reported in this report were part of the same longitudinal study, the situation is similar. Thus, the use of large numbers of zero order correlations for exploratory studies has precedence.

Another major reason for organizing the analysis by level taught across years teaching experience was to allow for the influences of these two variables to be controlled and, thus, studied in regard to the correlates. We feel this was a justified decision from the resulting findings. Again, following Medley's model, the readers are encouraged to study the findings, presented in tabular form, for themselves and to draw conclusions from the data. The authors did not attempt to deal with specific findings, but rather made broad observations from the relationships presented in Table 2 through Table 7.

These six tables are organized such that each table contains the correlates for each of the six teacher concern factor scores. Correlates are organized by variable set and across experience levels. The authors felt that a lengthy discussion of the instruments used to obtain data for the correlates would not enhance the readability of this paper. However, a variable list and brief description of the data source is provided in Appendix B. Further, more detailed references are available from previous publications.

Discussion of Teacher Self Concerns

Teacher self concern factor scores described the degree to which teachers were concerned about how others perceived them as teachers. Two factors measure the self concerns: concern about perception of adults and concern about pupil perceptions. The items that comprised the self concern factors were as follows:

Self Concern (Adult)

Item 21. Doing well when a supervisor is present.

Item 25. Getting a favorable evaluation of my teaching.

Item 48. Being accepted and respected by professional persons.

Self Concern (Pupil)

Item 6. Whether students really like me or not.

Item 18. Acceptance as a friend by students.

Item 37. How students feel about me.

Correlates of these two factor scores were identified from six sets of variables. Tables 2 and 3 contain these analyses.

From the demographic variable set, age and grade point averages appeared to be consistent correlates with self concern factors. Age for inservice teachers was consistently correlated negatively with self concerns, indicating that older teachers tend to have a lower self concern level than younger teachers. Undergraduate grade point averages (GPA) were correlates of self concern, particularly for the secondary teacher sample. These correlations were observed only for the third and fifth year teachers. For secondary teachers, subject GPA or total GPA was positively correlated, indicating teachers with higher undergraduate GPA had higher self concern levels. Elementary teacher data produced negative correlations with professional education GPA for fifth year teachers, indicating that teachers who had lower undergraduate professional educational GPA's had a higher level of self concern.

TABLE 2

Correlates of the Self Concern (Adult) Factor Score

STUDENT TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	0	0	0
Self Report	Rokeach	Dogmatism	.367	0	0	0
Classroom Observation	IA	Little i/d	.321	COR	Factor A Organized/ systematic	.315
	IA	Dir/Total	-.462	COR	Factor D Surgent/ Stimulating	.387
				IA	Indirect/Total	.313
Student Evaluation	0	0	0	SET 1	Indirect Teaching	-.332
Supervisor Ratings	0	0	0	0	0	0

1st YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Age	-.475
Self Report	Rokeach	Dogmatism	.451	0	0	0
	F-Scale	Authoritarianism	.381			
Classroom Observation	0	0	0	0	0	0
Student Evaluation	SET 1	Discipline	.623*	0	0	0
Supervisor Ratings	0	0	0	TEP/S 2	Variety of Teaching Techniques	-.306
Peer Ratings	TEP/S 1	Subject Matter Comp	.351	TEP/S 2	Discipline	-.367
	TEP/S 2	Aloof	.325	TEP/S 2	Friendly	-.421
				TEP/S 2	Student Concern	-.522
				TEP/S 2	Affective Climate	-.412

Table 2 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	TPEI	Age	-.347	TPEI	Number of Siblings	-.557*
				GPA	Total GPA	.463
				GPA	Major GPA	.335
Self Report	Rokeach	Dogmatism Scale	.314	TPEI	Problems with Teaching Tasks	.311
				TPEI	Problems with Human Relations	.377
Classroom Observation	IA	St. Talk/Total	.298	0	0	0
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	TEP/S 2	Variety of Teaching Techniques	-.301	0	0	0
Peer Ratings	0	0	0	TEP/S 2	Variety Teaching Techniques	.432
				TEP/S 2	Objectives Made Clear	.420
				TEP/S 2	Aloof	-.349

5th YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographics	TPEI	Age	-.389	GPA	Major GPA	.631*
	GPA	Professional GPA	-.346			
Self Report	Rokeach	Dogmatism Scale	.351	Rokeach	Dogmatism Scale	.616*
	F-Scale	Authoritarianism	.397			
Classroom Observation	COR	Organized/Syst.	.376	IA	Little i/d	-.578*
	IA	Stud. Tlk/Total	-.366			
	IA	Lecture/Total	.431			
	IA	Stud. Tlk/Tch. Tlk	-.385			
Student Evaluation	0	0	0	SET 1	Discipline	-.430
Supervisor Ratings	TEP/S 2	Keeps Abreast of New Information	.442	TEP/S 2	Grasp of Subject	-.544*
				TEP/S 2	Enthusiasm for Subject	-.543*
	TEP/S 2	Individual Differences	-.358	TEP/S 2	Objectives Clear	-.531*
				TEP/S 2	Affective Climate	-.724*
Peer Ratings	0	0	0	TEP/S 2	+ Classroom Climate	.504*
				TEP/S 2	Aloof	-.579*
				TEP/S 2	Fairness	.474*

* Less than 15 observations.

TABLE 3

Correlates of the Self Concern (Pupil) Factor Score

STUDENT TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	0	0	0
Self Report	F-Scale	Authoritarianism Scale	.414	0	0	0
	TPEI	+ Attitude Towary Teacher Ed Program	.310			
Classroom Observation	IA	Little i/d	.350	IA	Lecture/Total	-.352
	IA	Big I/D	.340	IA	Direct/Total	.740
	IA	Direct/Total	-.462			
Student Evaluation	SET 1	$\bar{X}$ of SET Items	.431	SET 1	Friendly/Cheerful	-.302
Supervisor Ratings	0	0	0	TEP/S 2	Teacher Fairness	-.346

1st YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Age	-.429
Self Report	Rokeach	Dogmatism Scale	.554	TPEI	Attitude Toward Prof. Ed. Courses	.378
	F-Scale	Authoritarianism Scale	.629			
Classroom Observation	COR	Organized/Systematic	.313	0	0	0
Student Evaluation	SET 1	Discipline	.447*			
Supervisor Ratings	TEP/S 2	Keeps Abreast of New Information	.306	TEP/S 2	Teacher Confidence	-.387
				TEP/S 2	Affective Climate	.497
Peer Ratings	0	0	0	0	0	0

TABLE 3 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographics	TPEI	Number of Siblings	-.357	TPEI	Number of Siblings	-.692*
				GPA	Total GPA	.497
				GPA	Major GPA	.336
				GPA	Prof. Ed. GPA	.325
Self Report	TPEI	Problem with Discipline	.336	TPEI	Problem with Human Relations	-.482
	Rokeach	Dogmatism Scale	.333			
	F-Scale	Authoritarianism Scale	.324			
Classroom Observation	0	0	0	0	0	0
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	TEP/S 2	Utilizes Variety of Teaching Techniques	-.322	TEP/S 2	Objectives Clear	-.329
	TEP/S 2	Objectives Clear	-.319	TEP/S 2	Affective Climate	-.338
Peer Ratings	0	0	0	TEP/S 2	Indiv. Diff. for Students	.398
				TEP/S 2	Clear Objectives	.327
				TEP/S 2	Affective Climate	.331

5th YEAR TEACHING

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	TPEI	Age	-.300	0	0	0
	GPA	Prof. Ed. GPA	-.351			
	TPEI	Number Classes Taught	.359			
Self Report	TPEI	Problems with Discipline	.342	TPEI	Attitude Toward Teacher Ed. Program	-.456*
Classroom Observation	COR	Organized/Systematic	.351	IA	Student Tlk./Total	-.451*
	IA	Lecture/Total	.401	IA	Lecture/Total	.595*
		Direct/Total	-.325	IA	Tch. Tlk./Total	.577*
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	TEP/S 2	Keeps Abreast of New Information	.364	TEP/S 2	Grasp of Subject	-.482
	TEP/S 2	Individual Differences	-.414	TEP/S 2	Affective Climate	-.550
Peer Ratings	TEP/S 1	Teaching Competence	.403	TEP/S 2	Keeps Abreast of New Information	-.729*
	TEP/S 1	Mean of Ratings	.348	TEP/S 2	Stimulating Style	-.701*

The Self Report variable set produced consistent positive correlations at all experience levels between both self concern factor scores and measures of dogmatism and authoritarianism. These relationships suggest that teachers who were more dogmatic/authoritarian in their views, were also more concerned about how others perceived them as teachers. Perceived problems with teaching emerged as a correlate for third and fifth year teachers. Elementary teachers who perceived discipline as a problem also had higher self concerns about adult perceptions. These data also indicated that third year secondary teachers who perceived problems with teaching tasks and human relations had high self concerns about pupil perceptions. However, a negative correlation was found for these teachers between perception of human relations problems and self concern about adult perceptions.

Correlations with the Classroom Observation Record (COR) factor "Organized and Systematic" classroom behavior indicated that teachers who were observed as high in this variable had higher self concerns both for adult and pupil perceptions. Interaction Analyses variables produced a conflicting set of correlations for elementary and secondary teachers. It appeared that elementary teachers who used more indirect as opposed to direct teaching approaches had higher self concern levels while for secondary teachers the opposite findings were observed. This may be partially explained due to the traditional or expected behavior of teachers at these levels of instruction i.e., elementary teachers are expected to use more indirect teaching behavior characterized by praise and use of student's ideas, than are secondary teachers. Highly concerned teachers may not differ from tradition. In both elementary and secondary samples the more highly concerned teachers tended to use more teacher talk or lecture and solicit less student talk than did the less concerned teachers.

Student evaluations produced few correlation coefficients that met the criteria for correlates. Where correlates were observed, student evaluations of teacher discipline for elementary teachers appeared positively related to self concern. Student evaluations of teacher friendliness, discipline and indirect teaching were negatively related to self concerns for secondary teachers.

Correlates from the variable set Supervisor Ratings were most prevalent for the inservice data. Data from supervisors of student teachers were not generally related to self concerns of student teachers. Elementary teacher data produced negative relationships for variables that dealt with teaching tasks, but a positive relationship was noted with academic preparation or knowledge of subject (keeps abreast of new information). Secondary teachers who had high self concerns were generally rated lower by supervisors than teachers with less concern about self as perceived by others.

Peer ratings produced few correlates for elementary teachers. However, in each of the four cases, the ratings were positively correlated to self concern suggesting that supervisors and peers perceive teachers somewhat differently. Teachers with high self concerns are viewed more positively than teachers with lower self concerns by peers. Peer ratings produced more correlates with self concerns for secondary teachers than for elementary teachers. However, the findings were not as consistent. In general, peer teachers rated teachers with higher self concern more positively in areas that dealt with teaching tasks and classroom organization and more negatively in areas that dealt with personal characteristics such as "aloofness" and "stimulating."

To briefly summarize the findings on correlates of teacher self concerns, the following general observations were made. The patterns between self

concerns about adult perceptions and self concerns about pupil perceptions were similar, however, careful study of these two concern factors produce some interesting differences. For example, peer ratings appear to be correlated more often with self concern about adult perceptions than for concern about student perceptions, especially for first year teachers.

It also appears that there are different sets of variables that correlate with self concern for the different experience levels. For example, classroom observation variables appeared to be important correlates for student and fifth year teachers, but not so for the first and third year teachers. Supervisor ratings produce more correlates for third and fifth year teachers than for student teachers and first year teachers.

Finally, the obvious differences between the direction of correlations for elementary and secondary teacher data suggests these two groups differ in the way self concerns influence other variables. In general, elementary teachers with high concerns are perceived more positively and demonstrate more acceptable teacher behavior (characterized by student centered behavior) than their secondary counterparts. Secondary teachers with lower self concerns are viewed as more effective and demonstrate a more direct, subject oriented approach to teaching.

Discussion of Teacher Task Concerns

Teacher task concerns extracted from the previous factor analytic study reported earlier centered around two basic constructs--instructional or academic related tasks and teaching tasks related to classroom discipline concerns. The items comprising the task concern factor as related to instruction were as follows:

Item 14 - Feeling under pressure too much of the time.

Item 15 - The routine and inflexibility of the situation.

Item 16 - Becoming too personally involved with students.

Item 29 - Working with too many students each day.

Item 43 - Lack of academic freedom.

The task concern factor as related to discipline was comprised of the following item set:

Item 1 - Lack of respect of some students.

Item 17 - Maintaining the appropriate degree of class control.

Item 31 - The values and attitudes of the current generation.

Item 35 - Students who disrupt class.

Analyses for these two factors in the form of correlates with the six variable sets appear in Tables 4 and 5.

The demographic variable set produced results indicating that number of siblings and age were fairly consistent correlates with the task concern factor, especially for the student teacher groups. These data indicated that the fewer the number of siblings for the elementary student teachers, the greater the task concerns regarding both instruction and discipline while for the secondary group, the greater the number of siblings, the greater the instructional task concerns. Number of siblings was also an important variable for third year teachers in regard to the task concerns relating to discipline.

TABLE 4

Correlates of Teaching Tasks Concern (Instruction) Factor Scores

STUDENT TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	TPEI	Number of Siblings	-.416	TPEI	Number of Siblings	.349
Self Report	Rokeach	Dogmatism Scale	.306	0	0	0
	F-Scale	Authoritarianism Scale	.425			
Classroom Observation	COR	Pupil Behavior	.323	IA	St. Tlk./Tch. Tlk.	.386
	IA	Little i/d	.422		Lecture/Total	-.417
	IA	Indirect/Total	.327		Direct/Total	.300
					St. Tlk./Total	.367
Student Evaluation	SET 1	Discipline	.406	0	0	0
	SET 1	Mean of Items	.431			
Supervisor Ratings	0	0	0	TEP/S 2	Individual Diff. for Students	.318

1st YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Age	-.350
				TPEI	Number School Responsibilities	.485
				TPEI	Health	-.477
Self Report	Rokeach	Dogmatism Scale	.340	0	0	0
	F-Scale	Authoritarianism Scale	.380			
Classroom Observation	0	0	0	COR	Organized/Systematic	-.322
				COR	Stimulating/Surgent	-.368
Student Evaluation	SET 1	Lively/Interesting	.652*	SET 1	Lively/Interesting	-.417
	SET 1	Discipline	.638*	SET 1	Discipline	-.443
	SET 1	Direct/Non Direct	.770*	SET 1	Mean of Items	-.314
	SET 1	Mean of Items	.808*			
	SET 2	Interactive Style	.335			
	SET 2	Student Rapport	.322			
Supervisor Ratings	0	0	0	TEP/S	Keeps Abreast of New Information	-.311
Peer Ratings	TEP/S 1	Subject Matter Comp.	.351	TEP/S 2	Objectives Clear	-.451
	TEP/S 2	Teacher Confidence	.306	TEP/S 2	Discipline	-.666
				TEP/S 2	Friendly Behavior	-.520
				TEP/S 2	Concerned About Students	-.343

Table 4 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Description of Item	r	Secondary Source	Description of Item	r
Demographic	0	0	0	TPEI	Health	.331
Self Report	TPEI	Problem with Teaching Tasks	.313	TPEI	Problem with Teaching Different Students	.314
	TPEI	Problem with Teaching Different Students	.302			
	TPEI	Problem with Discipline	.314			
	F-Scale	Authoritarianism Scale	.448			
	TPEI	Preparation in Subject	-.305			
Classroom Observation	0	0	0	0	0	0
Student Evaluation	SET 1	Lively & Interesting	-.375	0	0	0
Supervisor Ratings	TEP/S 1	Subject Competence	-.363	TEP/S 2	+ Classroom Climate	.376
				TEP/S 2	Concern for Student	.357
Peer Ratings	TEP/S 2	Individual Differences	-.369	TEP/S 2	Gives Poor Examples	.328
				TEP/S 2	Variety of Teaching Techniques	.338
				TEP/S 2	Stimulating Style	.368
				TEP/S 2	+ Classroom Climate	.412

5th YEAR TEACHER

Variable Set	Elementary Source	Description of Item	r	Secondary Source	Description of Item	r
Demographic	0	0	0	0	0	0
Self Report	Rokeach	Dogmatism Scale	.428	0	0	0
	F-Scale	Authoritarianism Scale	.369			
Classroom Observation	IA	Stu. Tlk./Total	-.362	IA	Indirect/Total	-.538*
	IA	Lecture/Total	.339		Direct/Total	.605*
	IA	Stu. Tlk./Tch. Tlk.	-.365		St. Ques./St. Resp.	.493*
					Stu. Tlk./Tch. Tlk.	.542*
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	TEP/S 2	Grasp of Subject	-.385	TEP/S 2	Grasp of Subject	-.484*
	TEP/S 2	Keeps Abreast of New Information	-.390	TEP/S 2	Aloof	-.519*
	TEP/S 2	Variety of Teaching Techniques	-.382			
	TEP/S 2	Individual Differences	-.384			
	TEP/S 2	Teacher Confidence	-.384			
Peer Ratings	0	0	0	TEP/S 1	Rel. with Students	.549*
				TEP/S 2	Grasp of Subject	.483*
				TEP/S 2	Confident	.488*
				TEP/S 2	+ Classroom Climate	.700*
				TEP/S 2	Fairness	.653*

TABLE 5

Correlates of Teaching Tasks Concern (Discipline) Factor Scores

STUDENT TEACHERS

	Elementary			Secondary		
Variable Set	Source	Description of Item	r	Source	Description of Item	r
Demographic	TPEI	Age	-.300	TPEI	Age	-.300
	TPEI	Number of Siblings	-.442			
	TPEI	Health	-.335			
Self Report	Rokeach	Dogmatism Scale	.379	Rokeach	Dogmatism Scale	.353
	F-Scale	Authoritarianism Scale	.308			
Classroom Observation	IA	Direct/Total	-.324	COR	Organized/Systematic	.377
				COR	Stimulating/Surgent	.359
				IA	Direct/Total	.489
Student Evaluation	0	0	0	0	0	0
Supervisor Evaluation	0	0	0	TEP/S 2	Grasp of Subject	.420
				TEP/S 2	Individual Differences	.332
				TEP/S 2	Discipline	.351

1st YEAR TEACHERS

	Elementary			Secondary		
Variable Set	Source	Description of Item	r	Source	Description of Item	r
Demographic	GPA	Prof. Ed. GPA	-.300	TPEI	Age	-.434
				GPA	Total GPA	.366
				GPA	Prof. Ed. GPA	.407
Self Report	TPEI	Problem with Discipline	.328	Rokeach	Dogmatism Scale	.309
				F-Scale	Authoritarianism Scale	.524
	Rokeach	Dogmatism Scale	.308	TPEI	+ Perception of Prof. Ed. Courses	.320
	F-Scale	Authoritarianism Scale	.452			
Classroom Observation	0	0	0	0	0	0
Student Evaluation	SET 1	Friendly/Cheerful	-.575	SET 1	Friendly/Cheerful	-.460
				SET 1	Lively/Interesting	-.491
				SET 2	Stimulating Style	-.372
				SET 2	Rapport with Student	-.416
				SET 2	Unreasonable Negativity	.440
				SET 2	Fosters Self-Esteem	-.503
Supervisor Ratings	TEP/S 2	Variety of Teaching Techniques	-.306	0	0	0
Peer Ratings	0	0	0	0	0	0

Table 5 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Description of Item	r	Secondary Source	Description of Item	r
Demographic	TPEI	Number of Siblings	-.477	TPEI	Age	-.309
				TPEI	Number of Siblings	-.596
				GPA	Total GPA	.433
				GPA	Prof. Ed. GPA	.388
Self Report	TPEI	Problem with Teaching Tasks	.408	TPEI	Problem with Teaching Different Students	.432
	TPEI	Problem with Teaching Different Students	.324	TPEI	Problem with Discipline	.447
	TPEI	Problem with Discipline	.483			
	Rokeach	Dogmatism Scale	.331			
	F-Scale	Authoritarianism Scale	.493			
Classroom Observation	0	0	0	IA	Indirect/Total	-.319
				IA	Silence/Total	.313
Student Evaluation	0	0	0	SET 2	Student Interaction	.309
Supervisor Ratings	0	0	0	0	0	0
Peer Ratings	0	0	0	TEP/S 2	Enthusiasm for Subject Matter	-.337
				TEP/S 2	Democratic Classroom	-.332
				TEP/S 2	Affective Climate	-.390

5th YEAR TEACHERS

Variable Set	Elementary Source	Description of Item	r	Secondary Source	Description of Item	r
Demographic	GPA	Major GPA	-.477	GPA	Major GPA	.688*
	GPA	Prof. GPA	-.481	TPEI	Number of Classes	.529*
	TPEI	Number of Classes	.339			
Self Report	0	0	0	Rokeach	Dogmatism Scale	.516*
				F-Scale	Authoritarianism Scale	.504*
Classroom Observation	IA	St. Tlk./Total	-.526	IA	Little i/d	-.603*
	IA	Lecture/Total	.501			
	IA	Teacher Tlk./Total	.418			
	IA	St. Tlk./Teach. Tlk.	-.496			
Student Evaluation	SET 2	Stimulating Style	-.348	SET 1	Discipline	-.468*
	SET 2	Rapport	-.382	SET 1	Mean of Items	-.441*
	SET 2	Fostering Self-Esteem	-.461			
Supervisor Ratings	TEP/S 1	Subject Competence	-.373	TEP/S 1	Teaching Competence	.491
	TEP/S 2	Keeps Abreast of New Information	.497	TEP/S 2	Clear Objectives	-.491
	TEP/S 2	Variety of Teaching Techniques	-.445	TEP/S 2	Democratic Classroom	-.482
	TEP/S 2	Individual Differences	-.617			
	TEP/S 2	Teacher Confidence	-.449			
	TEP/S 2	Clear Objectives	-.342			
Peer Ratings	TEP/S 2	Examples in Teaching	.347	TEP/S 2	Examples in Teaching	-.443*
	TEP/S 2	Keeps Abreast of New Information	-.466	TEP/S 2	Confidence	.493*
				TEP/S 2	+ Classroom Climate	.476*
				TEP/S 2	Clear Objectives	.477*
				TEP/S 2	Fairness	.713*

Both elementary and secondary teacher data indicated that the fewer the number of siblings, the greater the concern for discipline at this third year level. Age of the teacher, especially at the secondary level, indicated that the younger the teacher, the higher the concern for the discipline task except at the fifth year teaching level. This was only true for the elementary group at the student teacher level. Grade point average data produced correlates which indicated that in general among practicing teachers (i.e., 1st, 3rd, and 5th year) that elementary teachers with lower GPA's had high degrees of concern about discipline while at the secondary level, teachers with higher GPA's demonstrated higher degrees of concern in regard to the discipline task factor.

The self report variable set produced consistent positive correlations throughout the instructional task concern factor for elementary teachers at all levels in regard to the dogmatism and authoritarianism variables. These correlations indicated that elementary teachers who tend to be more dogmatic and authoritarian in their responses on scales designed to assess these variables also tend to demonstrate high levels of task concern for instruction. This was not the case for secondary teachers. The only self-report variable which was significant for the secondary teacher sample was that of perceived problems with teaching different students. This occurred only among third year teachers. An interesting finding was that this variable also was significant for third year elementary teachers, but not for elementary teachers at the other levels. The third year elementary teacher sample also reported problems with teaching tasks and problems with discipline which significantly correlated with teacher task concerns regarding instruction. One would expect that teachers who report problems with teaching tasks as well as discipline would certainly have task concerns about instructional matters.

The dogmatism and authoritarianism variables from the self report variable set were highly consistent across number of years teaching and teaching level in reference to discipline task concerns. These data indicate that at all levels teachers who tend to be dogmatic and authoritarian as assessed through self report inventories express significant task concerns in regard to discipline. In addition, the third year teachers again at both levels indicated problems with teaching different students and problems with discipline which were significantly correlated with discipline task concerns. It is quite interesting that this phenomenon only occurred for the most part with third year teachers and not at other experience levels.

The classroom observation data set did not produce consistent findings across experience levels and teaching level for either instructional or discipline task concerns. This data set however did produce correlates indicating that in general elementary student teachers who engaged in more indirect teaching methods demonstrated higher concerns in regard to both instructional and discipline teaching tasks while secondary student teachers whose classrooms were characterized as more student oriented demonstrated higher concerns for instructional tasks. At the same time the data indicated that those secondary student teachers who were observed as being highly organized, stimulating, and direct in their teaching methods exhibited high discipline task concerns. The classroom observation variable set failed to produce significant correlates for the first year teaching group other than to indicate that secondary teachers at this level who were unorganized and non-stimulating did demonstrate high levels of instructional task concerns. Correlates for the third year sample were also scarce with the only significant correlates being at the secondary level indicating that those teachers who used

few indirect techniques and whose classroom had a greater amount of silence demonstrated high concern for discipline teaching tasks. Correlates for fifth year elementary teachers were quite similar in regard to both instructional and discipline concerns. These correlates indicate that those fifth year elementary teachers who use more direct instructional methods and allow for little student initiated interaction demonstrated high concerns for both instructional and discipline tasks, while the opposite of this occurred at the secondary level for fifth year teachers in regard to student/teacher interaction.

The student evaluation data set produced interesting findings in regard to instructional task concerns for first year teachers. These data indicate that elementary teachers who are evaluated by students as lively and interesting, good disciplinarians, having good interactive style, and good student rapport were characterized as demonstrating high instructional teaching task concerns. Conversely, secondary teachers who were evaluated negatively in regard to their style and discipline techniques expressed high levels of teaching task concerns regarding instruction. The student evaluation data produced few other findings in regard to instructional task concerns. In regard to the discipline task concerns student evaluation failed to produce significant findings with the student teacher sample, but did produce significant correlations at other experience levels. These data indicate that the lower the ratings in such variables as friendliness, cheerfulness, stimulating style, rapport, and fosterance of self-esteem, along with high degrees of unreasonable negativity, the higher the level of concern for the discipline teaching task. These variables were clearly evident for first year teachers, especially at the secondary level, and for fifth year elementary level teachers. In addition, secondary fifth year teachers rated low in the discipline variable by their students demonstrated high levels of task concern for discipline.

The supervisor rating variable set failed to produce many significant correlates with either instructional or discipline task concerns for the elementary samples at the student teaching, 1st year, and 3rd year levels. However, fifth year elementary teacher supervisor ratings produced highly consistent correlates for both the instructional and discipline task concerns. These data indicated that fifth year elementary teachers rated low by supervisors in subject competence, use of a variety of teaching techniques, adapting to individual student differences, and teacher confidence exhibited high levels of concern for teaching tasks that are both instructional and discipline oriented in nature. Consistent correlates across experience level for secondary teachers did not occur in regard to this factor. Perhaps the most clear cut findings for the secondary sample at the fifth year experience level indicated that those teachers rated low in subject matter competence, as being aloof and in democratic classroom methods demonstrated high instructional and discipline task concerns. The only significant variable for the student teacher sample was in regard to attending to individual differences of students. Student teachers rated high on this variable expressed high concern for instructional teaching tasks as well as discipline teaching tasks. In addition, student teachers rated high in grasp of subject and discipline by supervisors exhibited high levels of concern regarding discipline teaching tasks. Supervisor ratings failed to produce many significant correlates at the first year teaching level but did indicate that those secondary teachers rated low by supervisors in regard to keeping abreast of new information demonstrated high instructional task concerns. The supervisor ratings variable set failed to produce any significant correlates for third year teachers (elementary and secondary) with the discipline task concern factor. On the other hand, third year elementary teachers rated low in subject competence demonstrated high instructional task concerns as did third

year secondary teachers who were rated high in positive classroom climate and who demonstrated high levels of concern for students.

The peer rating variable set indicated that first year elementary teachers who were rated by their peers as high in subject matter competence and who demonstrated confidence in their teaching were characterized as exhibiting high instructional task concerns. This variable set also indicated that first year secondary teachers who were rated low on variables pertaining to clarifying objectives, friendly behavior, concern about students, and classroom discipline demonstrated high teaching task concerns in regard to instruction. The peer rating variable set failed to produce any significant correlates with the discipline task concerns factor for both elementary and secondary teachers. Although the peer rating variable set did not produce many findings for third and fifth year elementary teachers, findings for secondary teachers at the third and fifth years of experience levels were abundant and fairly consistent in regard to instructional task concerns. Teachers rated high in use of variety of techniques, stimulating style, setting a positive classroom climate, and fairness demonstrated high instructional task concerns. These variables also held fairly consistent for the fifth year secondary teacher sample in regard to the discipline task factor, however the third year secondary teacher sample produced a different set of correlates in regard to this factor. The data indicated that third year secondary teachers who received low peer ratings in enthusiasm, democratic classroom climate, and affectivity demonstrated high levels of teaching task concerns in regard to discipline.

Some general observations may be made in regard to correlates of teacher tasks concerns in order to summarize these data. One of the clearest observations was that the similarities which were present in the self concern adult and

self concern student variable sets are not present in regard to task concerns. This would indicate that these two teaching task concerns, instruction and discipline, are viewed quite differently by teachers at all levels. Only in a few instances did similarities occur and these were generally among the fifth year teacher sample.

The variable sets also produced correlates indicating obvious differences between elementary and secondary teachers regarding task concerns. The elementary teachers demonstrated more consistency across experience level than did the secondary teachers, although this consistency was not marked. The only correlates which appear to be consistent across teaching level and experience level were the self report variables of dogmatism and authoritarianism in regard to concerns about discipline tasks.

Discussion of Teacher Impact Concerns

The two impact concern factors were titled Teacher Impact Concern -- Academic and Teacher Impact Concern -- Environment. The academic impact concern factor consisted of items that dealt with teacher impact on student learning. The items were as follows:

Teacher Impact Concerns (Academic)

Item 22. Meeting the needs of different kinds of students.

Item 24. Diagnosing student learning problems.

Item 30. Challenging unmotivated students.

Item 47. Guiding students toward intellectual and emotional growth.

Item 53. Whether each student is getting what he needs.

The second impact concern factor dealt with teacher concerns for the students' general well being within the school environment. The items identified for this factor were as follows:

Teacher Impact Concerns (Environment)

Item 38. Student health and nutrition problems that affect learning.

Item 39. The psychological climate of the school.

Item 42. Chronic absence and dropping out of students.

Item 45. Student use of drugs.

Tables 6 and 7 contain the correlates with impact concerns.

From the demographic variable set items about school responsibility appeared to correlate with impact concerns of teachers for first and fifth year teachers. For secondary teachers number of students observed in class setting correlated negatively with impact concerns, i.e., the higher concerned teachers had fewer students in class. Conversely, for fifth year elementary teachers the relationship was positive suggesting that the more students in class, the higher the concern about pupil impact (environment). The number of

TABLE 6

Correlates of the Teaching Impact Concern (Academic) Factor Scores

STUDENT TEACHERS

	Elementary			Secondary		
Variable Set	Source	Description of Item	r	Source	Description of Item	r
Demographic	TPEI	Number of Siblings	-.383	TPEI	Number of Students	.347
Self Report	TPEI	+ Perception of Subject Preparation	.398	0	0	0
Classroom Observation	IA	Little i/d	.306	IA	Lecture/Total	-.360
				IA	Direct/Total	.522
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	TEP/S 1	Teacher Expectation	.308	TEP/S 2	Grasp of Subject	.386
				TEP/S 2	Individual Differences	.444
				TEP/S 2	Discipline	.528

1st YEAR TEACHER

	Elementary			Secondary		
Variable Set	Source	Description of Item	r	Source	Description of Item	r
Demographic	0	0	0	TPEI	Number School Responsibilities	.554
				TPEI	Number of Students	-.325
Self Report	Rokeach F-Scale	Dogmatism Scale	.313	TPEI	+ Perception of Teacher Ed. Courses	.398
		Authoritarianism Scale	.325			
Classroom Observation	0	0	0	0	0	0
Student Evaluation	SET 1	Discipline	.520*	0	0	0
	SET 1	Indirect Teaching	.561*			
Supervisor Ratings	0	0	0	TEP/S 1	Subject Competence	.358
				TEP/S 1	Relations With Students	.387
				TEP/S 1	Teacher Expectations	.565
				TEP/S 1	Teaching Competence	.545
				TEP/S 1	Mean of Items	.506
				TEP/S 2	Stimulating Style	.450
				TEP/S 2	Affective Climate	.429
Peer Ratings	0	0	0	TEP/S 2	Friendly Behavior	-.328
				TEP/S 2	Teacher Concern	-.429

Table 6 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	GPA	Major GPA	.347
				TPEI	Health	.371
Self Report	TPEI	Problem with Teaching Different Students	.306	TPEI	Problem with Human Relations	-.352
Classroom Observation	0	0	0	0	0	0
Student Evaluations	0	0	0	0	0	0
Supervisor Ratings	TEP/S 2	Stimulating Style	-.312	0	0	0
	TEP/S 2	Aloof	-.300			
Peer Ratings	0	0	0	TEP/S 2	Keeps Abreast of New Information	.346
				TEP/S 2	Individual Differences	.397
				TEP/S 2	Confident	.344
				TEP/S 2	Clear Objectives	.417
				TEP/S 2	Discipline	.451

5th YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Number of School Responsibilities	-.463*
Self Report	Rokeach	Dogmatism Scale	.368	0	0	0
	F-Scale	Authoritarianism Scale	.351			
Classroom Observation	IA	St. Tlk./Total	-.663	IA	Little i/d	-.603*
	IA	Lecture/Total	.343			
	IA	Tch. Tlk./Total	.563			
	IA	St. Tlk./Tch. Tlk.	-.526			
Student Evaluation	0	0	0	SET 2	Rapport	.446
Supervisor Ratings	TEP/S 2	Keeps Abreast of New Information	.685	0	0	0
	TEP/S 2	Variety of Teaching Techniques	-.359			
	TEP/S 2	Individual Differences	-.416			
	TEP/S 2	Confident	-.318			
	TEP/S 2	Clear Objectives	-.393			
Peer Ratings	TEP/S 2	Clear Objectives	-.361	TEP/S 1	Relations with Students	.522*
				TEP/S 2	Examples in Teaching	.447*
				TEP/S 2	Individual Differences	.465*
				TEP/S 2	Confident	.674*
				TEP/S 2	+ Classroom Climate	.703*
				TEP/S 2	Discipline	.624*
				TEP/S 2	Friendly with Students	.524*
				TEP/S 2	Fair with Students	.713*

TABLE 7

Correlates of Teacher Impact Concerns (Environment) Factor Scores

STUDENT TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	TPEI	Number of Siblings	-.434	0	0	0
Self Report	F-Scale	Authoritarianism Scale	.338	TPEI	+ Perception of Subject Preparation	.394
	TPEI	+ Perception of Subject Preparation	.322			
Classroom Observation	IA	Little i/d	.315	0	0	0
	IA	Indirect/Total	.356			
Student Evaluation	SET 1	Friendly/Cheerful	.517*	0	0	0
	SET 1	Knowledgeable	.488*			
	SET 1	Indirect Teaching	.426*			
	SET 1	Mean of Items	.541*			
	SET 2	Stimulating Style	.322			
	SET 2	Rapport	.383			
Supervisor Ratings	TEP/S 2	Friendly with Students	.306	TEP/S	Individual Differences	.328

1st YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Number of School Responsibilities	.515
Self Report	F-Scale	Authoritarianism Scale	.420	F-Scale	Authoritarianism Scale	.481
				TPEI	+ Perception of Prof. Ed. Courses	.379
Classroom Observation	0	0	0	0	0	0
Student Evaluation	SET 1	Lively & Interesting	.523*	SET 1	Friendly & Cheerful	-.362
	SET 1	Discipline	.657*			
	SET 1	Indirect Teaching	.599*			
	SET 1	Mean of Items	.626*			
Supervisor Ratings	0	0	0	0	0	0
Peer Ratings	0	0	0	TEP/S 2	Teacher Concern	-.372

Table 7 continued

3rd YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	0	0	0	TPEI	Health	.457
Self Report	0	0	0	0	0	0
Classroom Observation	0	0	0	IA	Silence/Total	.346
Student Evaluation	0	0	0	0	0	0
Supervisor Ratings	0	0	0	0	0	0
Peer Ratings	0	0	0	0	0	0

5th YEAR TEACHERS

Variable Set	Elementary Source	Elementary Description of Item	Elementary r	Secondary Source	Secondary Description of Item	Secondary r
Demographic	GPA	Major GPA	-.411	TPEI	Number of Classes	.471*
	GPA	Prof. Ed. GPA	-.448	TPEI	Number of School Responsibilities	-.463*
	TPEI	Number Classes	.336			
	TPEI	Number Students	.359	TPEI	Number of Students	-.426*
Self Report	TPEI	+ Perception of Teacher Ed. Program	.373	0	0	0
Classroom Observation	IA	St. Tlk./Total	-.516	IA	Little i/d	-.484*
	IA	Lecture/Total	.330			
	IA	Ind/Total	.331			
	IA	Teach. Tlk./Total	.359			
	IA	St. Tlk./Tch. Tlk.	-.544			
Student Evaluation	0	0	0	SET 1	Knowledgeable	-.551*
Supervisor Ratings	TEP/S 2	Keeps Abreast of New Information	.365	0	0	0
	TEP/S 2	Individual Differences	-.314			
	TEP/S 2	Discipline	.423			
Peer Ratings	TEP/S 2	Keeps Abreast of New Information	-.361	TEP/S 2	Confident	.588*
				TEP/S 2	+ Classroom Climate	.515*
				TEP/S 2	Fair	.674*

school responsibilities was positively correlated with both concern factors for first year secondary teachers, but negatively correlated for fifth year secondary teachers. This finding would indicate that for inexperienced teachers, the more school responsibilities other than teaching the teacher has, the greater their concern for students' academic and personal welfare. However by the fifth year, secondary teachers with more school responsibilities other than teaching were less concerned with students' academic and personal welfare than teachers with less extracurricular activities.

Only for elementary fifth year teachers did GPA correlate with teacher impact concerns for the environmental factor. The relationships were negative indicating that elementary teachers with higher concerns about students' well-being, had lower undergraduate GPA's.

While classroom observation data did not produce many correlates of impact concerns, they indicated consistent differences between elementary and secondary teachers regarding the direction of correlation. Elementary teachers with higher impact concerns about students tended to be more indirect while secondary teachers with high concerns appeared to demonstrate more direct teaching behavior. Elementary teachers with higher impact concerns also tended to lecture more and solicit student talk less than teachers with lower impact concerns.

Student evaluations tended to correlate primarily with impact concerns of student and first year elementary teachers. In all cases the correlations were positive suggesting that students perception of elementary teachers with high impact concerns were more positive than for teachers with lower impact concerns. However, these correlations do not hold as teachers gain experience. It was interesting to note that in two instances when SET 1 was correlated with Environmental Impact Concerns for secondary teachers, the relationship was negative.

Supervisor rating correlates for academic impact concerns were distributed differently for elementary and secondary teachers across experience levels. Secondary teacher data produced correlates primarily at student teaching and first year teaching levels while elementary teacher data produced correlates at the third and fifth years of experience. For secondary teachers the supervisor ratings were positively related to academic impact concerns while the elementary data produced negative correlations with academic impact concerns. Whether this reversal was a function of level taught or experience is not clear, but given the other findings, level taught would be most suspect. At any rate, elementary teachers with higher academic impact concerns appear to have received lower supervisor ratings while secondary teachers with higher academic impact concerns were rated higher by supervisors.

Supervisor ratings were not correlated with environment impact concerns as frequently as with academic impact concerns. Only the fifth year elementary teacher data set provided more than one correlate, and these findings were mixed in direction of relationship.

Peer ratings produced correlates with academic impact concerns primarily for secondary teachers. First year secondary teacher data suggested a negative relationship between peer ratings and academic impact concern. Third and fifth year data produced positive correlations between peer ratings and academic impact concerns. One interpretation of these findings is that peer teachers may perceive new teachers with high concerns about student academic welfare, but as they begin to know these teachers better, their perception changes.

Peer ratings were again not as frequently correlated with environmental impact concerns as they were with academic impact concerns. However, they tended to follow a similar pattern; first year secondary teachers had negative correlates and fifth year secondary teachers had positive correlates with environment impact concerns.

To summarize teacher impact concern findings it again appeared that there were differences between elementary and secondary data regarding the correlates, both in the variable sets associated with impact concerns and the direction of the relationship. In general secondary teachers who were more highly concerned with teaching and environmental impact on students' academic and personal well-being also received more positive ratings by supervisors and peers and demonstrated more direct teaching behavior. Elementary teachers who had higher impact concerns were evaluated higher by students (student and 1st year teachers), were rated lower by supervisors, demonstrated more indirect teaching behavior yet tended to lecture more, and were more dogmatic and authoritarian in their beliefs.

An additional observation for the environmental impact concern data was that only two correlates were found for the entire variable sets analyzed. The extreme lack of correlates for this experience group was puzzling.

General Summary for Correlates

While many conclusions may be drawn from the analyses presented in the preceeding discussions, the following were of particular interest to the authors: These conclusions are presented under the three concern factor headings:

Self Concern

1. Age was often found to be negatively correlated with teacher self concerns. The surprising element of these findings was that this relationship was consistent across the experience groups indicating that age continues to be a correlate even as experience is gained in teaching.
2. From the self report data it was found that teachers, particularly elementary teachers, who were more authoritarian/dogmatic in their views were also more concerned about how others perceived them as a teacher.
3. Elementary teachers who demonstrated more indirect teacher behavior had higher self concerns, while the opposite findings were observed for secondary teachers.
4. Ratings of teachers by supervisors produced positive correlates with teacher self concern data for elementary teachers. However, ratings by supervisors for the secondary sample were mostly negatively correlated with teacher self concern level. These correlates appeared most often for third and fifth year teacher data.
5. Ratings of teachers by peers was most often correlated with self concerns for the secondary sample. For the adult self concern these correlates were mostly negative for inexperienced secondary teachers, but became more positive for experienced teachers.

Task Concern

1. Grade point averages were correlates with the task concern discipline factor for practicing teachers. Elementary teacher data produced negative correlations between GPA and discipline task concerns while for the secondary sample, positive correlations were noted between GPA and discipline task concerns.
2. Again, authoritarian/dogmatism measures were consistent correlates with teaching task concerns. Both elementary and secondary teachers who had higher authoritarian/dogmatic tendencies also had higher concerns on the discipline task concern factor. However, only the elementary teacher data produced correlates of authoritarian/dogmatism measures with the instructional task concerns.
3. Classroom observation data appeared to produce correlates with teaching task concerns primarily at the fifth year of teaching experience. Elementary teachers who were more prone to use teacher dominated methods such as lecture and who solicited little student talk had higher levels of concern about instruction and discipline. Secondary teachers who utilized more direct methods of teaching such as directions and corrective feedback and who solicited more student talk in the classroom, has higher concerns about instruction and discipline.
4. Student evaluations of teachers were correlates of instructional task concerns primarily for first year teachers. Elementary teachers with higher instructional task concerns were viewed more positively by students, whereas, secondary teachers with high instructional task concerns were rated more negatively by students. Student evaluations also produced correlates with discipline task concerns for first and fifth year teachers. In all cases the correlations were negative,

indicating that both elementary and secondary teachers with high concerns about discipline were rated lower by their students.

5. The predominant pattern for supervisor ratings as correlates with teaching task concerns indicated that teachers with higher task concerns received lower ratings from their supervisors. These correlates were for the most part observed for fifth year teachers.
6. Peer ratings as correlates of instructional task concerns were primarily observed for secondary teachers. These correlations were negative for first year teachers, but were positive for third and fifth year teachers. This indicates teachers with high concerns for instruction are viewed by peers as more effective teachers only after they have experience as teachers. Peer ratings were correlates with discipline concerns for third and fifth year teachers. However, these results were mixed. Secondary teacher data indicated that third year teachers with high discipline concerns were perceived more negatively while fifth year teachers with high discipline concerns were perceived more positively.

Impact Concerns

1. As has been reported for other concern factors, teachers with high authoritarian/dogmatism scores tended to have higher impact concerns particularly as their teaching effects student academic performance.
2. Fifth year teacher data produced correlates with impact concerns obtained from direct classroom observation. Elementary teachers with high concern for pupil impact were characterized by more teacher dominated classroom verbalization and more use of indirect or student centered behavior. Secondary teachers who demonstrated indirect or student centered classroom behavior indicated less concern about impact of teaching or educational environment on pupils.

3. Student evaluations of their teacher produced correlates with the environmental impact concerns factor for student teachers and first year teachers. The direction of the relationships was positive, suggesting that teachers with high concerns for environmental influences on students were perceived more positively by students.
4. Supervisors of first year secondary teachers rated higher those teachers who had higher concerns about the impact of their teaching on the academic achievement of students.
5. The same pattern of correlates from peer ratings emerged for impact concerns as was observed for task concerns. Fifth year teachers who had high impact concerns were perceived by peers to be more effective teachers.

DIFFERENCES ACROSS EXPERIENCE LEVELS

A secondary set of analyses was designed to determine if teacher concerns differed across experience levels. Analyses of variance (ANOVA) and A posteriori Scheffe' tests were applied to the teacher concern factor scores to determine if differences existed between student, first, third and fifth year teacher groups. Subprogram Oneway of the SPSS was utilized in these analyses. An alpha level of .05 was set for the ANOVA and an alpha level of .10 was utilized with the Scheffe' tests. Table 8 presents the means and standard deviations for each of the six concern factor scores by experience level and teacher preparation category (elementary or secondary).

Fuller (1969) proposed the theory that teachers progress through concern levels where 1) beginning or novice teachers would have higher self concerns than more experienced teachers; 2) as teachers are able to deal with self concerns, they increase in task concerns; 3) finally, as they gain in experience and confidence and self and task concerns diminish, higher student impact concerns will emerge. The following analyses partially supported Fuller's theory.

The ANOVA analyses were computed for the total group and for each preparation category. (The total group means and standard deviations are also contained in Table 8.) It was decided that the total group ANOVA's would be used to decide if differences existed across experience levels to utilize the larger n-sizes. From these analyses two of the teacher concerns factors reached significance at the .05 level. The teacher self concerns factors were found to be significantly different across experience levels. The Scheffe' tests indicated that for Self-Concern-Adult, the difference appeared to be between the student teacher group and the fifth year teacher group. Tables 9 and 10 contain the results of these analyses.

TABLE 8

Descriptive Statistics for Teacher Concerns Factor Scores Across Experience Levels

	Elementary			Secondary			Total		
	n	$\bar{X}$	s	n	$\bar{X}$	s	n	$\bar{X}$	s
Self Concerns (Adult)									
Student Teachers	57	3.492	.937	43	3.202	.855	100	3.367	.910
1st Year Teachers	62	3.349	.954	30	2.856	1.075	92	3.188	1.016
3rd Year Teachers	54	3.266	1.115	31	2.858	1.135	85	3.117	1.133
5th Year Teachers	28	2.941	1.030	15	2.399	1.048	43	2.752	1.057
Self Concerns (Pupil)									
Student Teachers	-	3.099	1.006	-	2.775	.850	-	2.960	.952
1st Year Teachers	-	2.818	1.024	-	2.555	1.053	-	2.732	1.035
3rd Year Teachers	-	2.772	1.112	-	2.236	.883	-	2.576	1.061
5th Year Teachers	-	2.559	1.010	-	2.177	1.147	-	2.436	1.063
Task Concern (Instructional)									
Student Teachers	-	2.386	.861	-	2.051	.633	-	2.242	.785
1st Year Teachers	-	2.403	.778	-	2.227	.805	-	2.346	.787
3rd Year Teachers	-	2.459	.890	-	2.221	.674	-	2.373	.822
5th Year Teachers	-	2.681	.628	-	2.520	.770	-	2.625	.676
Task Concern (Discipline)									
Student Teachers	-	3.487	.819	-	3.320	.780	-	3.42	.803
1st Year Teachers	-	3.464	.836	-	3.283	1.066	-	3.405	.915
3rd Year Teachers	-	3.375	1.069	-	3.345	.821	-	3.364	.981
5th Year Teachers	-	3.196	.896	-	3.200	.897	-	3.198	.886
Impact Concern (Academic)									
Student Teachers	-	3.990	.688	-	3.791	.680	-	3.904	.688
1st Year Teachers	-	4.129	.655	-	3.707	.676	-	3.992	.688
3rd Year Teachers	-	4.104	.865	-	3.600	.817	-	3.920	.877
5th Year Teachers	-	3.950	.872	-	3.493	1.500	-	3.791	.951
Impact Concern (Environment)									
Student Teachers	-	3.097	1.179	-	3.029	.937	-	3.068	1.077
1st Year Teachers	-	2.919	1.072	-	2.992	.865	-	2.944	1.004
3rd Year Teachers	-	2.979	1.292	-	2.839	.916	-	2.928	1.165
5th Year Teachers	-	2.893	.954	-	2.800	1.032	-	2.861	.970

TABLE 9

ANOVA Summary Table for Self Concerns (Adult)
for Total Participants

Source	DF	SS	MS	F	P
Between	3	11.664	3.888	3.717	.012
Within	316	330.549	1.046		
Total	319	342.213			

TABLE 10

ANOVA Summary Table for Self Concerns (Pupil)
for Total Participants

Source	DF	SS	MS	F	P
Between	3	11.243	3.748	3.560	.014
Within	316	329.055	1.041		
Total	319	340.298			

TABLE 11

ANOVA Summary Table for Task Concerns (Instructional)
for Total Participants

Source	DF	SS	MS	F	P
Between	3	4.440	1.480	2.419	.066
Within	316	193.332	.612		
Total	319	197.772			

The ANOVA tests for the self concern-pupil, were also found significant beyond the .05 level of confidence. The Scheffe' tests indicated that the differences were between the student teacher group and the fifth year teacher group and between the first year teacher group and fifth year teacher group. It should be noted that the means for each of these self concern factors decreased in magnitude from student teaching through 5th year teaching. This progression supports the self concern theory reported by Fuller (1969). See Figures 1 and 2 for a visual comparison of self concern data across experience groups.

It can also be observed from Table 11 that only one other concern factor approached significance (p=.066), the Task Concerns-Instruction factor. The Scheffe' test indicated the difference was between student teacher group and the fifth year teacher group. The mean progression for this factor was reversed from the self concern factors. That is the magnitude of the means increased across experience levels. These analyses also supported Fuller's theory about teacher task concerns increasing with experience. Figure 3 contains a graph of these data.

The task discipline and impact concerns factors did not approach significance when compared across experience levels. It should also be noted that these were the highest of the concern factors. Teachers may be responding high to these concern items simply because they feel teachers <u>should</u> be highly concerned with impact of teaching on pupils. Another possible explanation for the lack of difference between groups is that the experience differences between teachers is not great enough to demonstrate the increased degree of impact concerns. However, due to the high concern level for discipline and impact concerns by student and first year teachers, it is doubtful that these concerns would increase significantly with experience. Figures 4, 5, and 6 contain the graphic representation of these analyses.

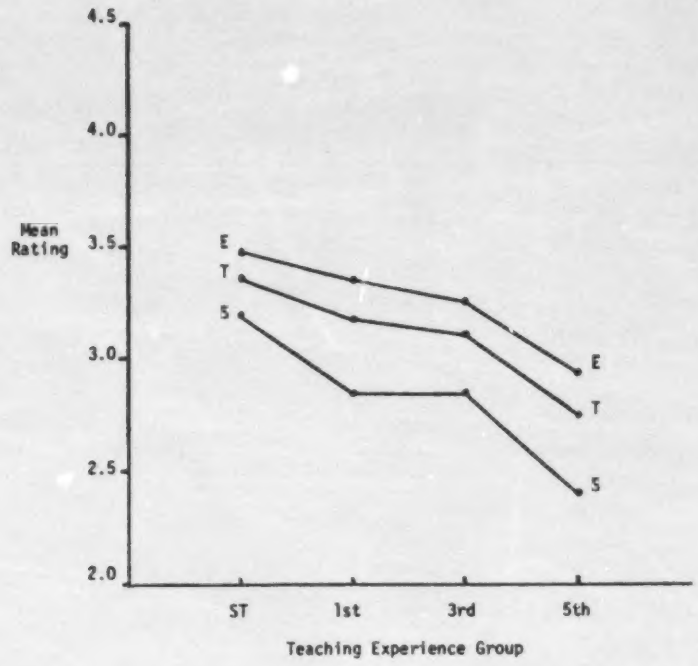

Figure 1: Comparison of Self Concern (Adult) Means Across Experience Groups

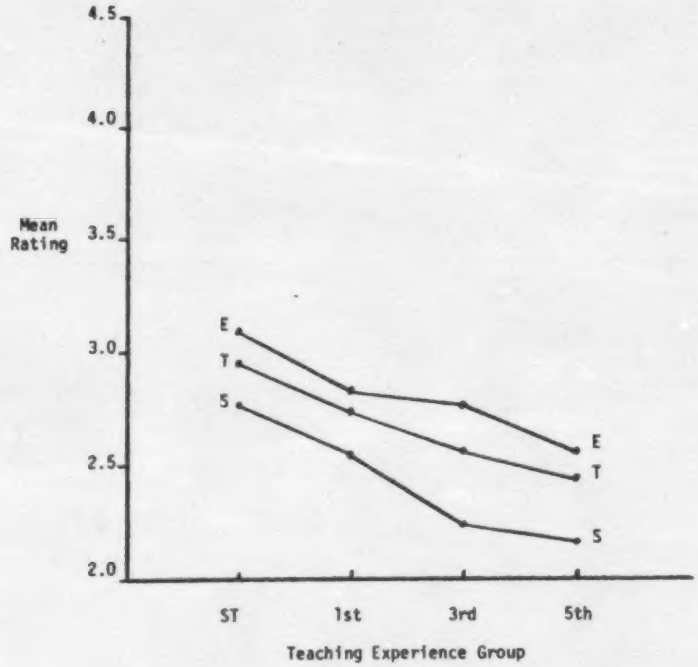

Figure 2: Comparison of Self Concerns (Pupil) Means Across Experience Groups

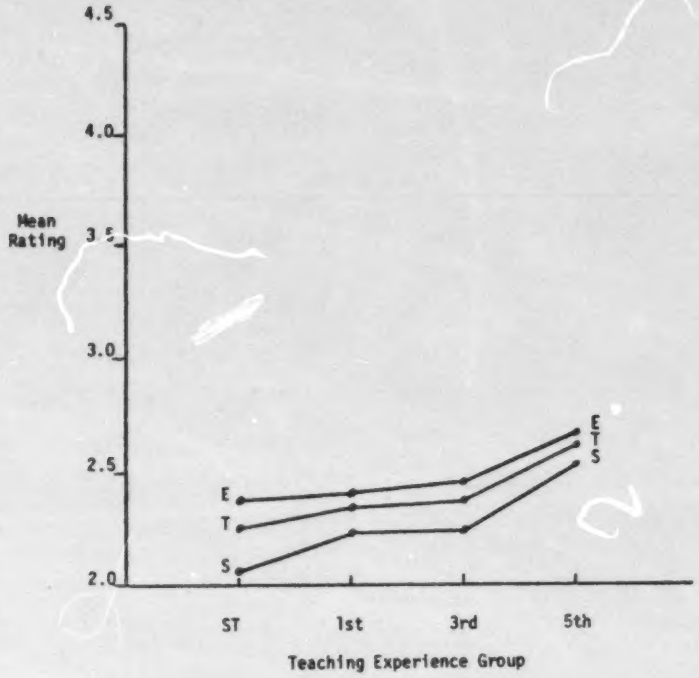

Figure 3: Comparison of Task Concern (Instructional) Means Across Experience Groups

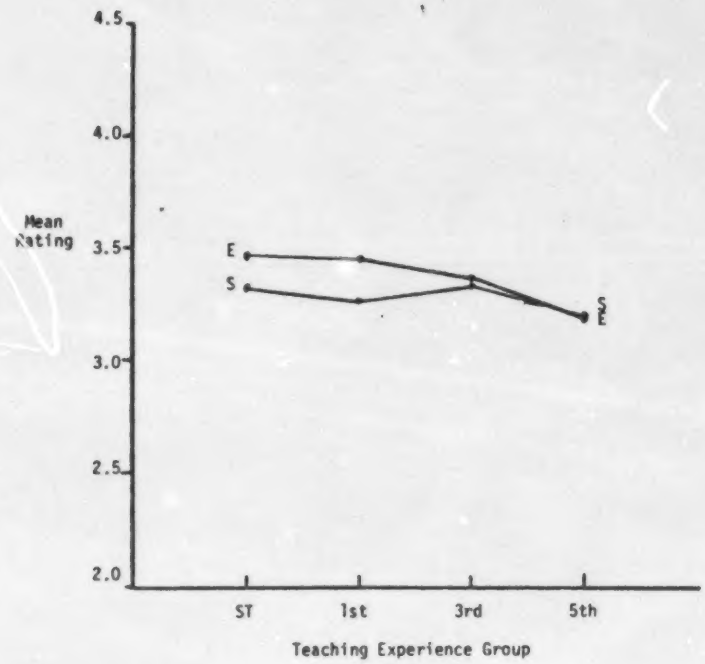

Figure 4: Comparison of Teaching Task Concern (Discipline) Means Across Experience Groups

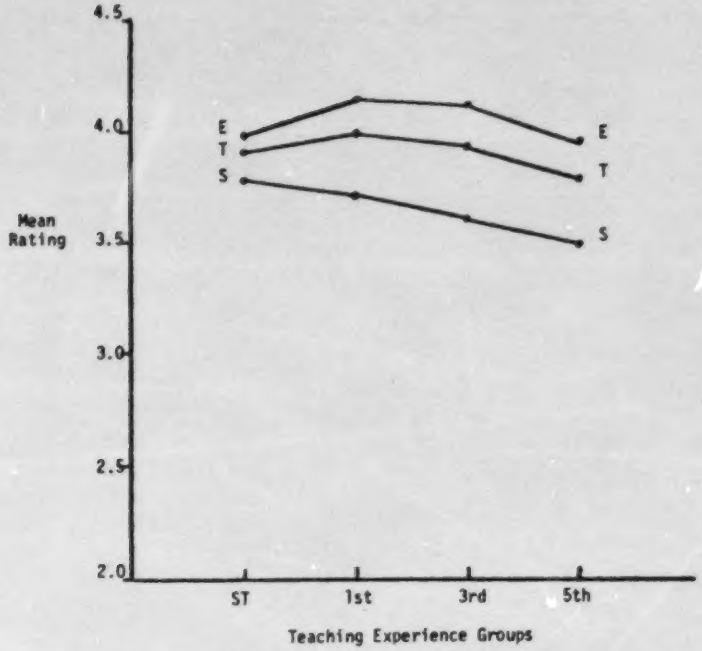

Figure 5: Comparison of Teaching Impact Concern (Academic) Means Across Experience Groups

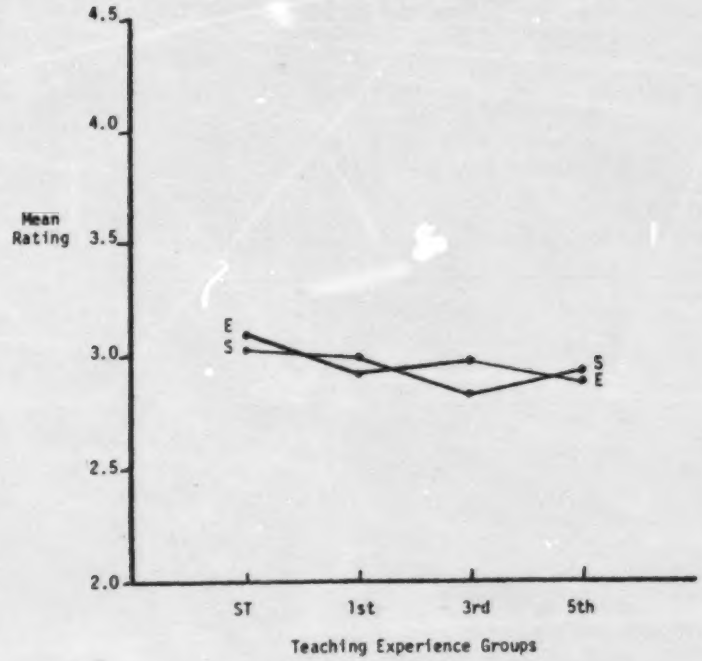

Figure 6: Comparison of Teaching Impact Concern (Environment) Means Across Experience Groups

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